DOCUMENT RESUME

ED 350 057 JC 920 514

AUTHOR Mathews, Michel A.
TITLE An Investigation of Pre-Matriculation Characteristics That Distinguish African-American Persisters and Non-Persisters.
PUB DATE May 91
NOTE 86p.; Ed.D. Dissertation, University of San Francisco.
AVAILABLE FROM University Microfilms, 300 North Zeeb Road, Ann Arbor, MI 48106 (Order No. 91-22343).
PUB TYPE Dissertations/Theses - Doctoral Dissertations (041) -- Tests/Evaluation Instruments (160)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS Academic Achievement; *Academic Persistence; *Black Students; *College Environment; Community Colleges; Comparative Analysis; Dropout Research; Dropouts; *Predictor Variables; Questionnaires; *Student Attitudes; Student Behavior; *Student Characteristics; Two Year Colleges; Two Year College Students
IDENTIFIERS African Americans; *Contra Costa College CA

ABSTRACT

A study was conducted of African American students at Contra Costa College (CCC), in California, enrolled through the Extended Opportunity Program and Services component, to examine differences between academic persisters and non-persisters. A questionnaire was used to gather information about students' pre-matriculation characteristics and expectations, as well as their attitudes toward the college environment (e.g., educational expenditures, resources, curriculum, faculty, and administration). Data were obtained for a total of 33 persisters and 39 non-persisters. Study findings included the following: (1) almost no differences were found between persisters and non-persisters in terms of pre-enrollment variables (i.e., demographic characteristics, reasons for selecting CCC, or financial considerations); (2) neither social considerations (e.g., ability to make friends) nor utilization of support services appeared related to persistence to graduation; (3) while both persisters and non-persisters felt that racism existed on campus (80%), there were no differences found between the two groups in their opinions regarding racism, isolation, and alienation on campus; (4) no differences were found between persisters and non-persisters in terms of their assessment of their academic success, their positive evaluation of their academic experience, or their commitment to completion; and (5) contrary to expectations, non-persisters reported greater involvement with and appreciation of faculty, and greater academic and intellectual development. A review of the literature, data tables, and 52-item bibliography are included. (PAA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****